



Name of Policy:

## **Disability and Accessibility Policy**

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<b>Next Review</b>	April 2029
<b>Role responsible for updating policy</b>	SENDCO

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## Disability Policy

This policy encompasses the following:

- Disability
- Accessibility
- Equal Opportunities
- Race Equality
- Diversity/Social Inclusion
- Discrimination

Our vision statement is *'Wallace Fields Junior School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embraces the highest possible academic aspirations and accepts individual differences in ability, aptitude and level of skills.'*

This is why they have been amalgamated into this 'Disability, Accessibility and Equality Policy'.

This policy has also been formulated with the five areas of Every Child Matters being considered at every stage:

- Staying safe
- Being healthy
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

## Disability

### School Context

Wallace Fields Junior School is a two-form entry junior school. We are built on one level with facilities which meet with the Department Of Education guidelines.

The school has disabled access with a disabled toilet in the reception area. All classrooms access straight onto the playground and there is access for a wheelchair across the whole school site with portable ramps.

The school has a responsibility to promote disability equality, or the general duty of the Equality Act 2010, requires all schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and others
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life
- take steps to take into account people's disabilities, even where that involves more favourable treatment
- to publish an Accessibility Plan

We have also had to consider the SEN and Disability Act (SENDA 2002) when the education duties were added. Our Disability Equality Scheme will outline how we will fulfil this duty and include a set of specific, measurable, achievable, realistic and time bonded targets in the form of an Accessibility Action Plan.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

## Reasonable Adjustment

The duty to make reasonable adjustments applies to anyone providing goods, facilities or services to the public, whether for a fee or not. Where a service provider has a practice, policy or procedure which makes it impossible or unreasonably difficult for you to use their service, they will have to take 'reasonable steps' to change that practice, policy or procedure so that you can use the service. Broadly similar provisions apply to public authorities carrying out functions.

## Current Practice

At Wallace Fields Junior School, every teacher is a teacher of every person including those with SEND.

7.7% of our children are on the Register of SEN support and include:

- 13 Education and Health Care Plans (EHCP)
- 35 children on the Register for SEN Support in total

We meet these children's needs through SEND Support Plans and a school provision map which also includes provision for children who miss the SEN triggers but have been identified by teachers as needing some targeted support to help them make progress.

This policy is not to be confused with the Code of Practice on SEN but is meant to dovetail with the Special Educational Needs & Disabilities Policy. The SENDCo ensures close links with Surrey professionalalals for advice, assessment and support.

Adaptations already made to the buildings/curriculum for disabled users include:

- Visual timetables are used in all of classrooms
- Laptops provided for all children
- Sloping boards and wobble cushions, occupational therapy equipment
- Yellow lines painted on steps and hazards
- Sloped access for wheelchairs
- Disabled toilet

All staff are mindful of the needs of children with a disability and practice is adapted to ensure inclusion; this may include meetings with parents to discuss matters such as physical and educational support given.

The governing body has a duty to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- produce and publish a Disability Equality Scheme / Accessibility Plan to show how they will meet these duties

## Accessibility

**THE DISABILITY EQUALITY SCHEME / ACCESSIBILITY PLAN** is a three-year plan covering April 2026 – April 2029.

## **School's Aims and Values**

At Wallace Fields Junior School we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. Some people may need provision that is additional to, or different from, what is normally available in mainstream schools. The achievement of all pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The school aims to identify and remove barriers to disabled pupils in every area of school life and has high ambitions for its disabled pupils, expecting them to participate in all aspects of school life.

Our commitment to equal opportunities is to ensure that we:

- set suitable learning challenges
- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils

At Wallace Fields Junior School we will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by following this policy as well as our Special Educational Needs & Disabilities Policy.

## **Statutory Roles and Responsibilities**

Statutory requirements ask schools and LEAs to plan for:

- Increasing access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in pre- and after-school clubs, leisure and cultural activities or school visits;
- Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education;
- Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

## **School Roles and Responsibilities**

This Disability Equality Scheme/Accessibility Plan outlines the roles and responsibilities of everyone involved and connected with the school so that each person knows what is expected of them.

### **Involvement of all staff, pupils and governors**

*Promoting disability and equality and raising the achievement of disabled pupils is the responsibility of the whole school staff.*

- Introduction to this policy will be included in our induction arrangements for all staff new to the school. School induction procedures will highlight duties implied by this policy in the same way as child protection, health and safety and behaviour policies form part of the induction process.
- The Headteacher and Senior Leadership Team (SLT) will raise awareness of, and provide for, any necessary training relevant to this policy for all staff.
- The governing body will aim to adopt this policy, following careful discussion.

- All staff will have knowledge of the contents of the scheme and be prepared to support the Governing Body, Headteacher and SLT in its implementation.
- Pupils will be made aware of equality and inclusion as part of their circle time, assemblies, and the SMSC curriculum will support this.
- Parents and carers at Wallace Fields Junior School are encouraged to support the school in its aim to provide equality and inclusion for all pupils.

### **Involvement of disabled pupils, staff and parents**

Disabled pupils, staff, parents and disabled members of the community may use school facilities and are welcome to advise the Governing Body in developing the scheme. Questionnaires will be distributed annually to all sectors of the school community to seek their views; these are scrutinised by a school team and acted upon appropriately through the Accessibility Plan/Disability Equality Scheme. We aim that disabled pupils will help to develop the action plan, and termly Health and Safety visits monitor how the school carries out its duties. Reports from the Headteacher to the Governing Body monitor the progress of the action plan.

### **Information Gathering**

In a spirit of openness the community is invited to comment on any school policy and a questionnaire is sent to parents annually for their views. The school adheres to the equal opportunity act regarding staff recruitment.

### **Pupil Achievement**

Individual and personal targets are set for all pupils regardless of their ability.

### **Learning Opportunities**

In accordance with the Surrey Admissions Policy children with an EHCP are given first priority.

### **Social Relationships**

The school endeavours to nurture positive relationships between able-bodied and disabled pupils. Teaching and support staff work positively to foster good relationships both in and outside the classroom.

### **Admissions, Transitions, Exclusions (including Social, emotional and mental health difficulties)**

The school has had no history of permanently excluding disabled pupils. Wallace Fields Junior School will provide information to all staff and parents about the DDA definition of disability. This will include an explanation that the information will be used to ensure the school is making reasonable adjustments so that individual needs are met, and that information provided will be kept confidential.

Information will be collected as follows:

- The Information gathering Questionnaire process will be reviewed annually with information available to parents throughout the school year
- Staff induction procedures
- To keep a record of reasonable adjustments made to meet individual needs of pupils, parents / carers and staff
- To pass on information about necessary adjustments to the relevant people (e.g. to those staff involved with the child and to receiver schools upon transfer)
- Prospective staff will be asked both at the time of application and after having been appointed if, they consider themselves a disabled person under the terms of the DDA. The

school's positive attitude to disabled people will be made explicit, in order to encourage people to have the confidence to identify themselves as disabled.

Wallace Fields Junior School will ensure information gathered from parents and/or pupils is kept confidential, in line with the Data Protection Act, and we will negotiate with parent, carer or pupil about who the information is to be shared with.

The Senior Leadership Team and the Governing Body will review and evaluate the disability equality scheme every three years.

### **Assessing the impact of policies**

Policies are reviewed and updated accordingly by a variety of stakeholders. Good practice is reviewed and shared amongst all staff and through our school development plan is maintained and expanded.

Feedback at Wallace Fields Junior School is valued and is gathered through school council and annual questionnaires as well as informal discussions. Discussion at the school gate, parents' evening meetings, informal parents' afternoons and beginning of the year meetings provide opportunities for feedback from pupils and parents or carers. All pupils are given the opportunity to participate in out of school activities regardless of their ability. Quiet areas in school (library and intervention rooms) and outside school (buddy bench, Playground Buddies and 'buddying' of children) are examples of strategies employed to overcome disability. These are regularly reviewed and assessed for their impact and revised accordingly.

Lengths of playtimes and games may be adapted appropriately to lessen the likelihood of anxiety, and support plans and meetings with other professionals are implemented at vulnerable times. Where special arrangements are required, the school makes every effort to be supportive e.g. if a pupil needs 'time out' and a quiet place to go, needs larger copies of words to access singing in the hall, needs to meet in a different place at the end of the day to support those collecting a pupil, needs special arrangements made for assessment tests.

All areas of school life, as well as extended school services, need to be considered against areas in appendix 2 with reasonable adjustments made in line with the Disability and Discrimination Act. This will include:

- teaching and learning
- visits and trips with appropriate risk assessments carried out
- break times
- exclusions
- policies
- timetabling
- assessment and exam arrangements
- school organisation

### **Identifying the main priorities for your school's scheme/plan and deciding your actions**

The school takes all reasonable steps to meet the needs of disability – see 'School Context' and 'Statutory Roles and Responsibilities'. Questionnaires and audits will help inform the identification of priorities.

### **Education and related activities**

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

**Physical environment**

The school will take into account the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**Provision of Information**

The school will provide information in alternative formats when required or requested.

**Publication**

The school publishes the scheme via the school website and can have paper copies available in the school office.

<b>ACCESSIBILITY PLAN/ DISABILITY EQUALITY SCHEME 2026-29 Action</b>	<b>Person(s) Responsible</b>
To gather and monitor data on disabled pupils and their attainment levels	Headteacher
To ensure access to the school is effective for all users. (Site walk review).	Governing Body
To undertake a re-cavass of all existing staff inviting any staff who consider that they have become disabled to submit a self-classification form.	School Business Manager
To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities	All involved in selecting staff
To ensure that at least once a year, disabled employees are offered the opportunity of a meeting with their line manager to discuss needs for adjustments and their development.	Reviewer for Performance Management
To make every effort when employees become disabled, to ensure they stay in employment.	Headteacher & Governors
To ensure that disabled pupils are supported to achieve through the provision of appropriate support	All Staff & Governors
To ensure that disabled pupils can access the facilities and support they require	All Staff & Governors
To ensure that disabled pupils are not victims of bullying or harassment	All Staff & Governors
To ensure that positive attitudes towards disabled people are promoted	All Staff & Governors
To ensure that disabled pupils' voices are heard by representation on the School Council	Headteacher
To ensure that disabled parents are supported to access information about their child's progress at school.	Headteacher
To ensure that parents' of disabled pupils are supported to access information about their child's progress at school.	Headteacher
To ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate on school bodies	Governing Body
To ensure that disabled pupils can participate in extracurricular activities.	All those providing activities /SENDCO
To ensure that disabled pupils can participate in school trips and visits	Headteacher/Deputy & Governors /SENDCO